

Task Name: Research and Presentation - Historical Conspiracy Theories	Unit: Historical Conspiracy Theories
Task Distributed: Week 1 Term 4	Task Due: Friday 31 st October 2025
Task Type: Research and Presentation	Syllabus Outcomes: 4
Task Weighting: 20%	Task number for Course: 4

Task Description

Your job is to teach your peers about a conspiracy theory of your choice, by creating a mini lesson which runs for at least 20 minutes.

Part A (20 marks + 5 literacy)

In groups of maximum 2-3 people, research a historical conspiracy theory and create a presentation to teach the class about your findings. You may choose your conspiracy theory from the list below, or as approved by your teacher.

Your presentation should include a **source analysis** which has:

- An outline of the event as it was originally reported. Who was involved? When did it happen? What happened?
- A description of the main conspiracy theory. For each conspiracy theory you must report on the origin of the theory, the main arguments, any supporting evidence, any counter evidence, how widely believed/accepted the theory is, and any other interesting facts.
- At least 4 sources of evidence which either prove or disprove your chosen conspiracy theory. Each piece source must be analysed using the TOPACLV scaffold (Type, Origin, Perspective, Audience, Content, Limitations, Value)
- An explanation of why this event has become a conspiracy theory. What motivated the groups pushing the theory? Why are people so interested in the theory?
- An overall judgement on whether your group supports or contests the conspiracy theory.
- You must include a bibliography of all the sources you used to research your presentation.

Part B (10 marks)

Create ONE learning resource which will consolidate the classes knowledge and test their understanding. The resource should be related to the information in your presentation and be engaging for your peers. The learning resource/activity should take approx. 10-20 mins for students to complete.

Some possible ideas of learning resources:

A comprehension worksheet with questions, a cloze passage/fill in the blanks, a vocabulary/definitions activity, a card sorting game or matching activity, a creative writing prompt based on the conspiracy, a maths exercise which examines the evidence, a crimes scene drawing of the event, celebrity heads or jeopardy, a quiz, or any other creative, educational activity.

Seek approval from your teacher if you are unsure about your learning resource.

List of possible conspiracy theories:

Area 51, Bermuda Triangle, Rigged US election, Caroline Byrne, Death of Princess Diana, Jeffrey Epstein death, Phantom Timeline Hypothesis, Mandala Effect, New Chronology, The building of the Pyramids, Shakespeare as an author, Flat Earth, COVID 19, birds aren't real.

You can NOT choose the JFK assassination, Marilyn Monroe's death or the Moon Landing.

NESA Glossary of Key Words

- Analyse: Identify components and the relationship between them; draw out and relate implications
- Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.
- Check the NESA Glossary of Key Words
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

Submit your presentation and learning resource to Google Classroom by 5pm on Friday 31st October 2025.

You will be allocated a **time in class to present your research and micro lesson to your peers and teacher.** You will be marked on the content of your research, and your overall presentation skills, including the aesthetics of your PowerPoint and your public speaking.

Assessment Procedures

All students should be fully aware of the school assessment procedures. Students should access their 2024 Assessment Guide for more information.

Feedback provided

- The task will be typically returned to students within two school weeks of the submission date.
- At this time feedback including information on how to improve will be delivered through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by arranging to meet with their teacher.

Self-Reflection Component

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of your performance, as well as areas that have been identified to strengthen in future tasks.

What Areas of Learning will this Assessment Task Report On?

- The completion of this task links to the topic being studied in class, historical conspiracy theories and examination of historical evidence and arguments.
- Students will learn to analyse sources, explain historical perspectives and make reasoned judgments about historical events
- Students will research and compose a group presentation, expanding their public speaking skills

Marking Criteria – Part A

Criteria	Mark Range
<ul style="list-style-type: none"> • Demonstrates sophisticated knowledge and understanding of the selected topic, making a sophisticated judgement on what happened • The conspiracy theory is extensively explained, including supporting evidence, counter evidence, and spread of belief. • 4 sources of evidence are used to either prove or disprove the chosen conspiracy theory. The full TOPACLV scaffold is used to analyse the source. • A logical and detailed explanation of why the conspiracy theory exists and why people believe in it is provided. • An overall judgement is provided which has been logically supported by evidence. • Outstanding bibliography. 	13-15
<ul style="list-style-type: none"> • Demonstrates thorough knowledge and understanding of the selected topic, making a judgement on what happened • The conspiracy theory is explained, including supporting evidence, counter evidence, and spread of belief. • At least 3 sources of evidence are used to either prove or disprove the chosen conspiracy theory. Most of the TOPACLV scaffold is used to analyse each source. • An explanation of why the conspiracy theory exists and why people believe in it is provided • An overall judgement is provided. • Sound bibliography 	9-12
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of the selected topic • The conspiracy theory is explained, including some evidence • At least 2 sources of evidence are used to either prove or disprove the chosen conspiracy theory. Most of the TOPACLV scaffold is used. • May include an explanation of why the conspiracy theory exists • An overall judgement is provided. • Basic bibliography 	5-8
<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of the selected topic • The conspiracy theory is explained in a basic way • Sources of evidence may be used to either prove or disprove the chosen conspiracy theory. • An overall judgement may be provided. • No bibliography 	0-4

Comment:

Marking Criteria – Part B

Criteria	Mark Range
<ul style="list-style-type: none"> Learning resource is highly relevant to the information in your presentation, creative and engaging for your peers. Learning resource is detailed and provides an extended learning opportunity for students. Learning resource furthers the information provided by the presentation and is highly educational 	8-10
<ul style="list-style-type: none"> Learning resource is relevant to the information in your presentation and engaging for your peers. Learning resource provides a learning opportunity for students which goes for an adequate time. Learning resource furthers the information provided by the presentation and is educational. 	5-7
<ul style="list-style-type: none"> Learning resource is somewhat related to the information in your presentation Learning resource provides a learning opportunity for students which may not last the expected time Learning resource may be educational 	2-4
<ul style="list-style-type: none"> May present a learning resource Students may not participate in the learning activity 	0-1

GTHS Literacy Criteria - V2. 2023

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used. 0	Only simple words are used. 1	Some precise and technical words are used. 2	Sustained use of precise and technical words. 3	Sustained, consistent and fluent use of precise and technical words. 4
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation. 0	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i> 1	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required. 2	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation. 3	Writing contains accurate use of all applicable punctuation. 4
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments. 0	At least one sentence is used correctly. Some meaning can be construed from the text. 1	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures. 2	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness. 3	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures) 4
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks. 0	Ideas are separated; paragraphs may contain some unrelated ideas. 1	At least ONE paragraph is well structured and develops an idea 2	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively. 3	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text. 4
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i> 0	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type. 1	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type. 2	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type. 3	Coherent and controlled use of all the appropriate structural features of the text type. 4
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation

Presentation = _____ / 15 + Learning Resource = _____ / 10 + Literacy = _____ / 5

TOTAL: _____ / 30